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ABSTRACT

A collection of materials to aid cosmetology teachers in organizing and managing laboratory/classrooms is presented in the document. The materials may be adapted for use in a variety of situations and have been compiled by a group of cosmetology instructors. Materials are presented in two ways, with the first providing a discussion of topics which revolve around teaching techniques. Included are: planning importance; instructional methods; sources of teaching materials and their uses, which includes a short bibliography; keeping records; organization and management of cosmetology laboratory/classrooms; the relationship of student, patron, and the community; vocational education and personal counseling; and working with the disadvantaged, problem, and gifted student. The second type of material consists of examples of record keeping sheets and forms. Included are: student attendance and progress sheets; classroom schedules; student project assignment contracts; teacher lesson plans; inventory and purchase requisition forms; student attitude evaluation sheets; application and registration forms from the Virginia State Board of Registered Professional Hairdressers; charts of cosmetology jobs within the educational field, beauty shops, and the cosmetic industry; and procedure check sheets and rating scales for individual skills. (LH)

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Laboratory Management for Cosmetology Instruction

A Management Guide for Teachers

Division of Vocational & Technical Education
Virginia Polytechnic Institute and State University
Blacksburg, Virginia

CE005 187

FOREWORD

Only when a class is properly and adequately organized can a teacher truly be effective, providing optimum learning experience for students. This booklet contains selected materials which will aid the cosmetology teacher to organize and manage classes where many types of activities are going on concurrently. It is not implied that the forms and other management systems materials contained herein are perfect in every respect or that they will provide an immediate solution to record keeping or other instructional problems. It is, however suggested that these materials may be adapted for use in a variety of situations. Teachers who have found other types of materials effective are encouraged to submit them to this division at Virginia Polytechnic Institute and State University. In so doing, such materials may be made available to all.

The following instructors participated in the development of this guide:

Instructor:

Baker, Brenda,
Dalton, Agnes, Botetourt County Voc. School
Davis, Lola, Wythe County Voc. School
Lamb, Blanche K., Chesapeake Tech Center
Priddy, Winifred S., Patrick Co. High School
Latiff, Juanita C.,
Smith, Lynda W., Woodbridge Senior High School
Stoots, Sandra L., Russell County Vocational School
Turner, Dorothy C.,
Ullrich, Ruth,
Vickers, Ersel, Gar-Field High School
Watkins, Thomas, George C. Marshall High School

Coordinating Instructor:

Wolfe, Okie L.

Lester G. Duenk, Head
Vocational Industrial Education
Virginia Polytechnic Institute and
State University

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IMPORTANCE OF PLANNING

Planning is the basic prerequisite to effective teaching. Planning will give the teacher a feeling of security in carrying forward each activity. It will help the teacher to make decisions about the kind of work to be accomplished in a given time and will aid in selecting kinds of material, equipment and supplies needed for each lesson.

The entire planning process consists of the teacher's own efforts to develop plans for the pupils she teaches and as an aid that she might use to present the lesson to the best of her ability. The framework should reflect basic educational goals. It will take in account long term goals and immediate objectives, as well as the means available for achieving the objectives and goals. Basic guides for the lesson plan are:

a. It should be meaningful to the learner.
b. It should be appropriate to maturity of the learner.
c. It should be satisfying to learner.
d. It should have continuity.

Purpose of the lesson plan should be clear and stated in objective terms. Subject matter area should fit into the experience, needs and interest of the individuals in the classroom.

There are certain basic points that need to be taken into consideration when planning a unit of work. The first of these are the principles of learning which are applicable to the particular unit of work. The teacher needs to consider the group motivation in terms of prior learning experiences, self-concepts and group readiness. In addition, the unit

should provide for maximum pupil involvement. Pupil-teacher planning should identify appropriate purposes of learning experiences. The setting for pupil-teacher planning should encourage meaningful discussion and decision making. Plans should be modified as the need arises.

Effective planning includes objectives stated in sufficiently concrete terms to serve as a guide for later evaluation. Objectives should be expressed in terms of the final level of performance anticipated, on the assumption that each student will progress to a higher level than he was at the beginning of the unit. If objectives are not stated in behavioral terms, certain difficulties may arise. The unit may proceed aimlessly without real goals, resulting in disorganized and unrelated experiences.

A unit is an organization of materials and activities around some broad topic such as hair cutting, manicuring, etc. It will include significant subject matter method and resources for teaching the unit topics. The unit involves pupils in learning activities through active participation, both intellectually and physically. The goal is a modification of the pupils' behavior to the extent that they are able to cope with new problems and situations as they arise in the salon.

Units are of two types, resource and teaching. It is important that a distinction be made between the two. A resource unit is an organized collection of teaching ideas, and suggestions built around a large topic. A teaching unit consists of definite plans for teaching specific groups in accordance with a given set of objectives. Teaching units differ from resource units in several respects. First the teaching unit is developed from the resource unit. Second, the teaching unit plan outlines a tentative arrangement of content and learning experiences as the classroom development

is anticipated by the teacher. The unit plan assumes that some pupil-teacher planning will be used in the final selection of learning experiences.

Whereas the units are devised for long term planning it is most beneficial for teachers to make specific plans for each daily session. This daily planning involves some of the following:

a. Determining what should be accomplished and how.
b. Arranging such physical facilities in the classroom as necessary for the job to be done.
c. Securing such resources for pupils' learning as are needed and available.
d. Reviewing pupils' records and work in conference with individual pupils as needed.
e. Preparing such materials as job sheets, instructions as needed to advance the work of the day.
f. Using pertinent sources to expand the teachers' own understanding of the subject matter involved.

Evaluation procedures measure the extent to what objectives are achieved and to which students derive value from the learning experiences. Evaluation is concerned with the following steps:

a. Objectives are formulated to meet certain criteria.
b. Activities are organized to achieve these objectives.

This analysis enables the teacher to determine the extent to which the objectives have been achieved, to what degree the activities were effective and to what extent the group profited from them.

Evaluation is an important part of the teacher-learner process. In teaching, evaluation begins with the determination of where the students are at the beginning of the unit.

The job of planning is time-consuming but extremely worthwhile and necessary. Once you have planned a group of units, discovered successful

student activities, and found the teaching procedure best for you; you will have time to supplement and rework the units and to experiment with new methods and materials.

INSTRUCTIONAL METHODS

An instructional method is nothing more than a selected procedure. It is the manner in which teachers use the materials at their disposal to attain stated objectives. If there is no planned method there will be an inferior product: if there is a good method there will be a good product.

Cosmetology teachers should possess an understanding of the reason for utilizing various methods. First, the time of the student is limited; second, the raw material which the teacher is working with is human time and energy; and third, the methods of the teacher also become the methods of the students in their activities in the beauty salon. Methods must be flexible but nevertheless a general guide should be planned which outlines methods appropriate to the goals stated.

The skillful teacher is a master of many methods and will not use one method exclusively. Each teaching method has its advantages and limitations. The teaching method should be appropriate to the type of lesson, the type of students and the conditions under which the teaching is done. The more effective the instruction, the more certain will be the attainment of the specific objectives and desirable outcomes of the unit.

The teaching method should:

1. Suit the teacher's abilities, knowledge of subject matter and interest.
2. Suit the student's ability.
3. Suit the time and place context of the teaching situation.
4. Suit the subject matter at hand.
5. Suit the number of students being taught.
6. Suit the interest and experience of the students.
7. Suit the students ability to relate to the subject matter.

Lecture

The lecture method is essentially the method of teaching the theory which is related to the manipulative work. An effective and interesting lecture requires careful planning and preparation. The disadvantages of the lecture method can be overcome by having a discussion and question-and-answer period following the lecture.

Question and Answer

The question and answer method can be used for instruction or review, either orally or written. It can be used by itself or to accompany any of the other teaching methods. Principles of good questioning:

1. Questions should be simple, short and clear in meaning.
2. Avoid long and complicated questions.
3. Questions should be prepared or selected in advance.
4. Questions should be asked first followed by the students name.
5. Allow a reasonable length of time for the student to answer.

Demonstration Method

The real purpose of the lecture or "telling" method and demonstration or "showing" method is to state the problem to the learner. The demonstration method is employed to enable the student to understand and master a new manipulative procedure. Demonstrations should be short, frequent and well-planned.

The demonstration method is most helpful to:

1. Illustrate a manipulative procedure.
2. Clarify a principle.
3. Illustrate use of equipment or implements.
4. Demonstrate correct procedure.

The demonstration method can be harmonized with the practice period in which the student has an opportunity to acquire working habits and skills.

The best way to learn how to do a thing is by actually doing it. Before sending the class to do practice, the teacher should ascertain whether the demonstration has provided the necessary instruction.

Practice Method

Aims of the practice method are:

1. Affords pupils a chance to acquire skill and to progress at their own best rate.
2. Provides a way for correcting individual faults.
3. Enables students to receive comments and suggestions for improving their work.
4. Provides opportunities for pupils to excell and to take pride in their achievement.

Project Method

The project method can be used at the discretion of the teacher, providing enough time is available for such class activity. The students are asked to do outside reading and to bring in newspaper and magazine clippings pertaining to the unit of work. These materials are discussed and placed in a class scrapbook.

Visual Aids

An increase in the effectiveness of classroom instruction has resulted from widespread and effective use of visual aids which supplement the use of the text book.

Visual aids used in the classroom make it easier for the learner to understand situations, concepts and processes. Good judgement should be the guide in selecting aids. They should be used only to emphasize or dramatize important things at the right time during the lesson.

Visual aids should:

1. Appeal to the sense of sight, color, design, and form.
2. Attract and hold attention.
3. Be the correct size to be seen by every student.

Training aids can be divided into three groups:

1. Mannikin - a must in a beauty school.
2. Graphic aids - Chalkboard, poster, charts, diagrams, feltboard, bulletin board, etc.
3. Projected aids - motion pictures, slides, overhead projector, and opaque projector.

SOURCES OF TEACHING MATERIAL AND THEIR USES

It is necessary for a teacher to have the best source of teaching materials available. It is not necessary that each school have every piece of material that will be mentioned in this section, but each teacher should be aware that she can obtain such materials to use in the classroom. It would be impossible to list all the instructional materials available currently, however, the following will provide a basis for getting started.

Textbooks

There are several textbooks on the market, but the ones recommended by the Virginia State Board of Registered Professional Hairdressers are: The Standard Textbook of Cosmetology. and The Van Dean Manual. These are published by the Milady Publishing Corporation, 3838 White Plains Road, Bronx, New York, 10467. The Virginia State Board of Cosmetology examination is based on these books.

Workbooks

There are workbooks which are comparisons with the above listed textbooks and may be ordered from the same publisher. These books act as a guide for applying what has been learned. They encourage students to work at their own pace under the supervision of the teacher. Workbooks consist of a variety of exercises, problems, worksheets and other materials. They also include direction for use, space for recording answers, and means for grading the finished work. A good workbook will have the following desirable features:

a. Follows stated objectives of the curriculum.
b. Motivates students to do better work.
c. Provides for a definite system of drills, reviews and tests.
d. Promotes the maximum growth and development of the students mental capacity.

BOOKS

Standard Teachers Guide for Cosmetology by S.C. Thorpe, published by Milady Publishing Corporation, New York, New York 10017, is one of the better guides. Each section of the book is devoted to the different phases of Cosmetology along with ways of teaching each phase.

Cosmetology Lesson Plans and Lesson Planning, by Joseph J. Junell and Gerald J. Ahern, published by Milady Publishing Corporation, New York, New York 10017. Part One, "The Planned Course Outline" gives weekly plans plus blank weekly schedule sheets. Part Two deals with lesson plans and lesson planning. These books are very good references for curriculum planning.

Lectures in Hair Structure and Chemistry, by Powitt, published by Keystone Publications, 1657 Broadway, New York, New York 10019. This book has a very unique way of presenting materials to students. It has a little character called "Charlie" who explains in a comic, step-by-step manner the material to be learned. Many students find this book interesting and are easily interested.

Steps to Hair Beauty by Realistic Company, Cincinnati, Ohio, 45223. This series of books may be obtained free of charge from the Realistic Company. They go more into depth on permanent waving than the textbooks, explaining thoroughly each step in the permanent wave process.

Clairol's Encyclopedia of Hair Coloring, published by Clairol Company, Great Neck, New York. This book explains hair coloring from "a" to "z" and is considered by many the hairdresser's "Bible" for hair coloring.

Cosmetology-Teacher Training Manual by Jacob J. Yahm, published by Milady Publishing Corporation, New York, New York. This is a good manual for those who are developing the ability to become cosmetology teachers.

Cosmetology Teaching by Marie J. Bench; published by Marie J. Bench, P. O. Box 20363, Denver, Colorado 80220.

Visual Aids

There are two types of visual aids, the static visual and the dynamic visual.

Static Visual. Visuals that do not change once they are completed are called static visuals. Bulletin boards are used to display visual material which tells a story or advertises an idea. The bulletin board can convey general or specific ideas and often are designed as a class project. Flannel boards are covered with a flannel or felt cloth. The pictures or signs which are attached to the flannel board are based with flannel or sand paper in order to cause them to adhere to the board. Flannel boards can also be dynamic in the sense that material may be placed on or taken off during the instruction. (Hook and loop boards are similar to flannel boards but are made of a special type of expensive materials which will hold much heavier objects.) Pedestal charts (a pad of newsprint sheets

or similar paper) may be used for the same purposes as the chalkboard. Material recorded with chalk or crayon may be saved for future reference by the group or by the teacher.

Dynamic visuals. Dynamic visuals are those which can be changed during instruction. Chalkboards are one of the oldest instructional aids. The older chalkboards were called "blackboards" because they were made of slate. Green chalkboards have proven most desirable because of the satisfactory level of contrast with various colors of chalk.

Advantages of chalkboards are that they are readily available in most classrooms. Displays attract attention and stimulate interest in class topics. They inform people of what the class is doing. By assigning display projects students are given opportunities to help contribute to their own learning process.

Evaluation of class work can be accomplished through displays and exhibits. Examples of using the displays or exhibits for evaluation are: while studying a unit on permanent waving the student could (1) design the step by step process used in giving a permanent wave, (2) making a permanent wave using the necessary chemicals, or (3) show the reaction of different permanent waves on some different types of hair. By letting the student design his own exhibit the teacher can use the design or display as a criteria for evaluation.

WHEN AND HOW TO USE:

Chalkboard

Study and plan ahead what to put on the board and where to put it. Use it to present sketches, diagrams, outlines, definitions, key words, directions, record of class contributions, and summaries.

Some tips are:

a. Suit material to board space.
b. Keep wording simple.
c. Stand at one side of board while referring to material.
d. Talk to the group, not the board.
e. Erase material no longer needed.

Posters, Charts, and Diagrams

These visuals are used to arouse interest and attract attention, to show relationships and trends, and to inspire the group.

Some tips are:

a. Use device large enough to be seen.
b. Post where everyone can see.
c. Discuss information illustrated.

Hand-out Materials

These are used to present information related to the material covered; to emphasize key points; to arouse interest discussions; to review or summarize discussions; and to serve as permanent reference materials.

Some tips are:

a. Select to serve a definite purpose.
b. Introduce at right time.
c. Distribute in a manner to convey its importance.
d. Direct students how to use.

Samples, Forms, and Exhibits

These visuals will aid in keeping subject matter practical, showing development of a process, and increasing understanding. Select only enough to illustrate; too much may confuse students. Pass around if necessary. Take time to present clearly. Comment when presenting.

Films and Film Strips

These visuals are used to present an overall view, introduce a new subject, emphasize specific aspects of a subject, arouse interest, and summarize.

Some tips are:

a. Select carefully to relate to the discussion.
b. Arrange room and equipment properly for showing.
c. Alert the students for what to observe.
d. Run the film, or filmstrip, discuss the subject matter and summarize.

Overhead Projector

This piece of equipment is designed to project transparent materials. This accomplished by projecting a strong light through a special lens, through the transparency, and on to a mirror that reflects the light image through the head lens onto the screen.

Some tips are: The materials for this type of projection usually require some form of preparation, unless the teacher is using the projector as an electronic chalkboard by writing on acetate with a grease pencil. In most instances, however, the best results are obtained where there is some prior preparation of materials.

Advantages and uses:

a. The machine is simple to operate.
b. The machine can be used in a lighted room.

c. The machine can be used as a chalkboard, with much less effort than a chalkboard would require.
d. With advance preparation of materials, the teacher can save classroom time.
e. The machine can be used for testing.
f. Immediate feedback can be accomplished by projecting the answers on another transparency.
g. With special preparation some simple movement can be incorporated into the visuals.

Slide Projector

The slide projector projects pictures either one at a time, or a large number of slides can be placed into devices which allow continuous and automatic presentations. Many slide projectors can, by means of simple adaptation, be utilized to project film strips also.

Advantages and uses:

a. Slides can be locally produced, and can be made to meet specific needs.
b. They can be arranged into any sequence desired.
c. Slide sequences are easily revised and updated.
d. Slides may be easily and effectively combined with tape narration.
e. The slide projector is easy to operate.

Opaque Projector

This piece of equipment is designed to project flat, opaque materials. This is accomplished by projecting a strong light upon the opaque material; the image is then reflected from the material to a mirror which directs the reflected light image through a lens to the screen.

Materials for this type of projection do not require special preparation. This aspect is especially helpful when the pictures are in books and cannot be removed. There is a limitation placed upon the materials in terms of size. The typical opaque projector will not project a picture larger than 10" x 10".

Advantages and uses:

a. Pictures, printed materials, and small items can be enlarged and projected for all of the class to see. It is not necessary to make special preparations of materials to be projected.
b. The machine is excellent for projection in materials that the teacher desires to enlarge and then display.
c. Colored pictures project a colored image.

Motion Pictures

The primary advantage of the motion picture projector is that information can be presented by audio and visual means simultaneously. Sights and sounds can be brought into the classroom which would otherwise by impossible for the student to experience. Films can create dramatic or emotional situations in the classroom. Films are very good to use as a supplement to a demonstration.

Mannikin

Last is the mannikin. This is one of the most practical means of teaching the techniques of cosmetology. Mannikins may be used for demonstration purposes such as brushing, parting, finger-waving, pin-curl techniques, sectioning, blocking and wrapping a permanent, hair coloring demonstrations, roller techniques, and combouts. The students learn by actually doing their work on a mannikin. Later they can transfer their acquired skills to work done on patrons.

RECORDS

A few guidelines to go by when you are keeping records are:

1. What records am I required to keep on each student?
2. What records would I like to have on each student? And what use will I make of this information?
3. Do I need more than one copy of this record?
4. Will this record be a daily, weekly, monthly or yearly record?
5. Will the student and instructor keep the same record and then compare the record at the end of the period?

The forms included throughout this chapter are an accumulation of forms designed by teachers and those which are obtainable from commercial sources. They are to be considered as guides, only and should be revised to suit the individual needs of the teacher.

CLASS_____ DATE_____ NAME_____

PERFORMANCE COMPLETIONS

This information must be kept by the student and signed each day by the teacher.
Place a "1" in each day you performed a service whether live model or mannikin.

	Live Model					Mannikin						
	MON	TUES	WED	THUR	FRI	MON	TUES	WED	THUR	FRI	PER YEAR	TOTAL
1. HAIR AND SCALP TREATMENT											15	15
2. HAIRSTYLING AND SHAMPOOING											*67	200
3. TINTING AND BLEACHING											* 4	8
4. FROSTING AND STREAKING											* 2	5
5. TEMPORARY RINSES											*14	40
6. SEMI-PERMANENT RINSES											* 4	8
7. COLD PERMANENT WAVING AND/OR CHEMICAL HAIR RELAXING											* 7	20
8. HAIR SHAPING											*14	40
9. WIG CARE, STYLING, PLACING ON MODEL											* 4	10
10. FINGERWAVING											*10	10
11. MANICURING											*10	30
12. HAIRPRESSING											* 4	10
NOT REQUIRED BY STATE BOARD BUT IS PART OF YOUR COURSE												
13. FACIAL, PLAIN											* 5	15
14. MAKE-UP											* 5	15
15. EYEBROW ARCH AND TINT											* 5	15
16. FACIAL, SPECIAL PROBLEMS											* 5	15
17. *DISPENSARY												
*RECEPTIONIST												

*THIS IS PART OF SALON MANAGEMENT.

*THESE ARE MINIMUM REQUIREMENTS.

WEEKLY SCHEDULE

COSMETOLOGY

3:00 to 6:00

YEAR: WEEK OF:

TIME	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
3:00 to 3:45					
3:45 to 4:30					
4:30 to 5:45					
5:45 to 6:00	Sanitation	Sanitation	Sanitation	Sanitation	Sanitation
7:00 to 10:00					
	Sanitation	Sanitation	Sanitation	Sanitation	Sanitation

MONTHLY RECAPITULATION OF CUSTOMER SERVICES

(SUMMARY)

September 1972

Month Year

DATE	Shampoo	Receipts	Sets	Receipts	Dry Combout	Receipts	Rinse	Receipts	Color Rinse	Receipts	Conditioner Instant	Receipts	Scalp-Hair Treatment	Receipts	Tint	Receipts	Bleach	Receipts
4	6	6.00																
5	10	12.00																
6	5	5.00																
7	9	11.00																
8	15	15.00																
Total	45	53.00																
11	5	5.00																
12	15	15.00																
13	9	11.00																
14	6	6.00																
15	10	12.00																
Total	45	53.00																
18	10	12.00																
19	6	6.00																
20	9	11.00																
21	15	15.00																
22	5	5.00																
Total	45	53.00																
25	15	15.00																
26	6	6.00																
27	10	12.00																
28	5	5.00																
29	9	11.00																
Total	45	53.00																
Grand Total	225	265.00																

CUSTOMER RECEIPT TALLY SHEET

School: _____

Date: _____
month day year

Example:	Amount:
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

Grand total..... _____

Less: Amount in drawer _____

Paid out:

1. _____ _____
2. _____ _____
3. _____ _____

Amount deposited..... _____

Amount in drawer..... _____

CENTRAL PUBLIC SCHOOLS
COSMETOLOGY DEPARTMENT
INVENTORY FOR 1973-74

Date_____

School_____ Student_____

Instructor_____ Kit No._____

Code No.	Number and Description	September Inventory	Broken	Lost	Added	June Total

CODED INVENTORY FORM

CONSUMPTION INVENTORY CARD FOR SUPPLIES

CONSUMPTION RECORD													
School_____ Item_____ Dept._____ Room_____													
Total on hand Sept. 1	RATE OF USE Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June	Total Used during year	Total on hand June 30	

This inventory system allows for keeping a record of rate of use. Such forms are useful when storage of bulky materials is a problem.

COSMETOLOGY DEPARTMENT

PURCHASE REQUISITION

The goods or services listed below are required for the Cosmetology department or activity.

P. O. No._____

Date_____

I recommend that purchase be made from:

_____

_____

_____

(Give exact name and address)

Reason or need for purchase_____

_____

_____

Charge Account No._____

NOTE: THIS IS NOT A PURCHASE ORDER--DO NOT SELL ON THIS REQUISITION.

QUANTITY	DESCRIPTION	UNIT PRICE	AMOUNT

Requisitioned by_____

Approved_____

_____

FORM: ATTITUDE SITUATION

Correction Needed: _____

_____

Involves Whom? _____

Action When? _____

Equipment and Supplies _____

Time Required _____

Observed Behavior: _____

_____

_____

Probable Cause: _____

_____

Suggested Remedy: _____

_____

_____

SELF-INVENTORY

NAME_____

DATE_____

EDUCATION:

School subjects you are best in_____

_____

School subjects you do least well in_____

_____

School subjects you most enjoy studying_____

_____

Why do you enjoy them?_____

_____

School subjects you dislike studying_____

_____

Why do you dislike them?_____

_____

Extracurricular School Activities:

List the school activities you especially like to take part in and list the reasons why.

PERSONAL DATA:

List your outstanding abilities, talents, and strong points.

List your weak points.

What personal satisfaction would you like to get from work?

JOB EXPERIENCE:

List the jobs that you have held that you liked best.

What was there about the job that you liked?

HOBBIES:

List the hobbies and leisure activities that you enjoy.

List any hobbies that you would like to try.

HEALTH:

List any physical limitations which may restrict occupational choice.

OCCUPATIONAL CHOICE:

Considering the above information, list the three jobs which you feel at this time would be most interesting to you, which you can do or can learn to do. List them according to preference.

1. Name of job.

   Why does it interest you?

2. Name of job.

   Why does it interest you?

3. Name of job.

   Why does it interest you?

If you could have your choice of any job, which one would you choose? Why?

List a few of your personal ambitions and tell why you want to achieve them.

CONFIDENTIAL FILE

Name of student: _____

Ability progress: _____

_____

_____

Problem areas: _____

_____

_____

Teacher objectives to solve above: _____

_____

_____

_____

Evaluation: _____

_____

_____

_____

Date _____

Instructor _____

BLOCK BREAKDOWN

(Subject to adjustment)

Length of course 1500 hours

	Block Titles	Percentage	1st yr hours	2nd yr hours	3rd yr hours	Total Hours
1.	Orientation and Image Development	12%	80	55	45	180
2.	Manicuring and Pedicare	7%	50	30	25	105
3.	Shampooing and Rinsing	6%	30	30	30	90
4.	Scalp and Hair Treatments	3%	15	15	15	45
5.	Hair Styling and Hair Pieces	22%	110	110	110	330
6.	Hair Shaping	6%	20	30	40	90
7.	Permanent Waving and Straightening	16%	80	80	80	240
8.	Hair Coloring and Bleaching	14%	30	80	100	210
9.	Skin Care and Make-up	9%	60	45	30	135
10.	Salon Management	5%	25	25	25	75
	TOTALS	100%	500	500	500	1500

Note: About 20% of the time is spent in the classroom and about 80% in the laboratory.

VIRGINIA STATE BOARD OF REGISTERED PROFESSIONAL HAIRDRESSERS
Post Office Box 1-X Richmond, Virginia

APPLICATION FOR REGISTRATION AS STUDENT HAIRDRESSER

1. Student's Name_____Birth Date_____

2. Residence Address_____
No. and Street City State

3. Name of School_____

4. Address of School_____

5. Date Enrolled in School_____Grade Reached_____Hours Transferred_____

6. Signature of Director or Owner_____Date_____

VIRGINIA STATE BOARD OF REGISTERED PROFESSIONAL HAIRDRESSERS
Post Office Box 1-X Richmond, Virginia

NOTICE OF WITHDRAWAL OF STUDENT HAIRDRESSER

1. Student's Name_____Birth Date_____

2. Residence Address_____
No. and Street City State

3. Name of School_____

4. Address of School_____

5. Date Enrolled in School_____Date Withdrew_____Hours Received_____

6. Signature of Director or Owner_____Date_____

CERTIFICATE NO. _____ APPLICATION NO. _____

DATE _____ COMMONWEALTH OF VIRGINIA

DEPT. PROFESSIONAL AND OCCUPATIONAL REGISTRATION

State Board of Registered Professional Hairdressers

FEE $15.00 (Make check payable to the Treasurer of Virginia.)

POST OFFICE BOX 1-X
RICHMOND, VA.

FEE $15.00 (Make check payable to the Treasurer of Virginia.)

Application for Examination or Certificate

SECTION I

NAME OF APPLICANT _____
Please print as you would have your name appear on certificate — Telephone No.

LEGAL RESIDENCE _____
No. — Street — City/Town — State

BUSINESS ADDRESS _____
No. — Street — City/Town — State

DATE OF BIRTH _____ PLACE OF BIRTH _____

SECTION II

THE FOLLOWING CERTIFICATE TO BE SIGNED BY NOT LESS THAN FIVE WELL-KNOWN, REPUTABLE CITIZENS:

CERTIFICATE

The undersigned, each individually, hereby certifies that he is personally acquainted with, but not related to _____ _____, believes him (or her) to be of good moral character, and unreservedly recommends him (or her) to the Virginia State Board of Registered Professional Hairdressers.

Signature	Address	Occupation	Years Known Applicant

A TEMPORARY LICENSE MAY BE OBTAINED BY THE APPLICANT WHO IS TO TAKE THE EXAMINATION FOR AN ADDITIONAL FEE OF $2.00.

SECTION III

RECIPROCITY

Applicants applying for registration on the basis of reciprocity shall attach or include with application the following:

1. Documentary evidence from an elementary or high school setting forth that applicant has completed at least the 8th grade of such school.
2. Documentary evidence that applicant has completed a course in cosmetology of not less than 1,000 hours in a school approved by the proper authorities of the state of original certification or licensure.
3. A certification from the secretary of the board of the state of original licensure stating that the applicant was issued a certificate as a professional hairdresser or cosmetologist as a result of passing a written and practical examination and has a current license.

SECTION IV

RECORD OF EXPERIENCE

All applicants must fill in this Section. In the event the applicant has not been employed as a professional hairdresser or cosmetologist, please so note in this Section.

DATES FROM	TO	NAME OF SHOP—COMPLETE ADDRESS	NAME OF EMPLOYER	ADDRESS OF EMPLOYER

NOTE: If you were self-employed during this period, please note this under the Column headed "Name of Employer."

SECTION V

EXAMINATIONS

All applicants applying to sit for the examination must comply with this Section as well as Sections I, II, IV, VI, and VII.

1. Documentary evidence from an elementary or high school setting forth that applicant has completed at least the 8th grade of such school. Such documentary evidence must accompany application when submitted.
2. Certification from the proper authorities of an approved school of cosmetology setting forth that the applicant has successfully completed, or will complete, 1,500 hours of formal training. (See below.)

I, _____, certify that _____ has met the requirements of a
(authorized agent) (student)

1,500 hour course of instruction as prescribed and is eligible to sit for the examination.

_____
(Name of School)

_____
(Address of School)

_____
(Signature of authorized agent)

_____
(Title of authorized agent)

SECTION VI

CERTIFICATE OF HEALTH

I, a practicing physician under the laws of the State of _____, have examined _____, whose name appears on this application, and which application is dated _____, and find the applicant free from any infectious or contagious disease in a communicable stage by the usual methods of examination. This is to further state that a chest x-ray has been made and the x-ray showed no active or communicable Tuberculosis.

_____
Date of Examination

_____
Signature of Practicing Physician

_____
Address of Physician

REMARKS:

SECTION VII

ALL APPLICANTS MUST COMPLETE THIS AFFIDAVIT:

_____
(Signature of Applicant)

_____
(Date)

_____
(Post Office Address)

STATE OF _____
County of _____ } ss.

_____
(City/Town)

Before me, a _____ in and for the _____ and State aforesaid,

personally appeared _____, known to me to be the person named, and, being duly sworn deposes and says, that he is a person of good moral character, that the signature, hereto is his own signature and that each and every statement made in this application (including the several parts attached and which form a part hereof) was made by him, and is in all respects true and correct to the best of his knowledge and belief.

Given under my hand, this the _____ day of _____, 19 ____

_____
(Official)

_____
(Title)

PLEASE DO NOT WRITE BELOW THIS LINE.

RECORD OF BOARD

_____ Date _____

Approved for EXAMINATION _____

Approved for RECIPROCITY _____ _____ _____ _____ _____ _____
(Initials of Board Members)

DATE	GRADE	EXAMINATION RESULTS PART FAILED	GRADE	PART PASSED

COMMONWEALTH OF VIRGINIA

VIRGINIA STATE BOARD OF
REGISTERED PROFESSIONAL HAIRDRESSERS

Application for Student Transfer

I,_____ do hereby make application
(name of student)

for transfer from _____
(name of school)

_____
(address of school)

to_____
(name of school transferring to)

_____
(address of school transferring to)

for the reasons stated below:

_____

_____

_____

_____
(name of student)

_____
(address of student)

_____

_____
(date)

I, _____, of _____
(Owner or Director) (name of school)

do hereby approve of _____
(name of student)

transferring to the school set forth above. This student has received formal training which is shown on the reverse side of this form.

RECORD OF FORMAL TRAINING

Designation of Units	Hours of Training
Orientation	
Manicuring and Pedicuring	
Shampooing and Rinsing	
Scalp Treatments	
Hair Styling	
Hair Cutting	
Permanent Waving and/or Hair Dressing	
Hair Coloring and Bleaching	
Skin Care and Make-up	
Salon Management	
Total Hours	

I, _____, do hereby certify that the foregoing
(Owner or Director)

information is correct to the best of my knowledge and belief.

_____
(Owner or Director of School)

_____
(Name of School)

_____
(Address of School)

_____
(Date)

HEALTH DATA ON FOOD HANDLERS, BARBERS, AND BEAUTICIANS

Radford, Virginia

Date_____

Name_____ Age_____ Sex_____ Race_____ Address_____

Place Employed_____

Section 1. Have you or any member of your household ever had any of the following diseases:

Tuberculosis_____ Typhoid_____ Dysentery_____

2. If any of the above is true - explain below:

Name_____ Date_____

3. Pertinent information:

4. History of other infections, contagious or communicable diseases:

Section 2. Examinations Required (Ordinance 430)

1. X-Ray_____ (Required each 3 years.) Date_____Result_____

2. Blood Test_____ (Required yearly) Date_____Result_____

Section 3. From information furnished and examinations performed, the above named person is free from infections, contagious or communicable diseases or is incapable of communicating such diseases to others.

_____

Physician

CONTRACT FOR PROJECT ASSIGNMENT

COSMETOLOGY DEPARTMENT

Student_____Date_____

Name of Project_____

I, the undersigned, agree to complete the above named project in _____(days, weeks), beginning on _____ and finishing on _____.

The quality of work will be done to the best of my ability and all work will be done according to the detailed and approved specifications agreed upon by the instructor and myself. Any changes must be approved by the instructor.

Description of Project:

_____

_____

_____

_____

Signed_____
Student

Signed_____
Instructor

Date_____

STUDENT PLANNING SHEET (STUDENT COMPLETES BEFORE DOING ASSIGNED JOB)

(COSMETOLOGY)

Unit_____ Name_____

Topic_____ Date_____

Pages in Text_____ Rating_____

AIM:_____

Preparation: List implements, materials and supplies required.

Preparation of Operator

Preparation of Patron

Procedure: List important steps in their proper order.

Final Sanitary Care

Precautions

INSTRUCTOR'S LESSON PLAN
Manipulative Skills

Unit_____
Lesson_____

INSTRUCTOR:

LESSON TITLE:

AIM:

TOOLS AND EQUIPMENT:

MATERIALS:

TEACHING AIDS:

REFERENCES:

I. PREPARATION (of the learner)

II. PRESENTATION (of the skills):

Steps	Key Points (things to remember to do or say)

II. PRESENTATION (of the skills):

Steps	Key Points (things to remember to do or say)

II. PRESENTATION (continued)

Steps	Key Points (things to remember to do or say)

III. APPLICATION (practice by learner under class supervision)

CHECK UP (or test) (performance of skill to acceptable standards)

Suggested Reading for Student:

The Next Lesson Is:

INSTRUCTOR'S LESSON PLAN
Related Technical Information

Unit_____
Lesson_____

INSTRUCTOR:

LESSON TITLE:

AIM:

TEACHING AIDS:

MATERIALS:

REFERENCES:

I. PREPARATION (of the learner)

II. PRESENTATION (of the information)

Instructional Topics	Key Points (Things to Remember to Do or Say)

II. PRESENTATION (continued)

Instructional Topics	Key Points (Things to Remember to Do or Say)

II. PRESENTATION (continued)

Instructional Topics	Key Points (Things to Remember to Do or Say)

III. APPLICATION (drills, illustrations, analogies, oral questions or assignments)

IV. CHECK UP (or test) (final check on students' comprehension of material presented)

Suggested Reading for Student:

The Next Lesson Is:

CHART OF JOBS IN THE EDUCATIONAL FIELD

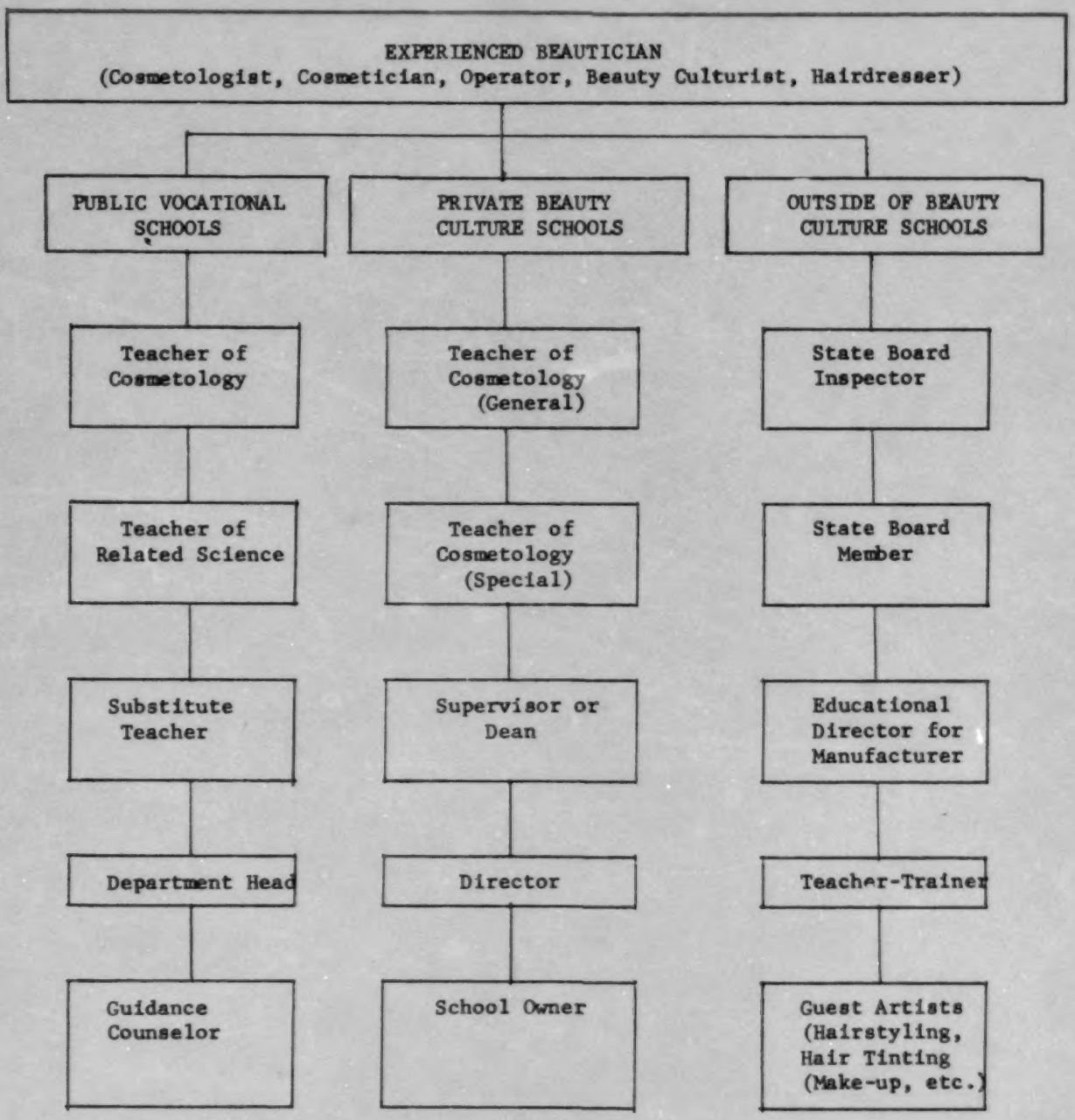


CHART OF JOBS IN THE BEAUTY SHOP

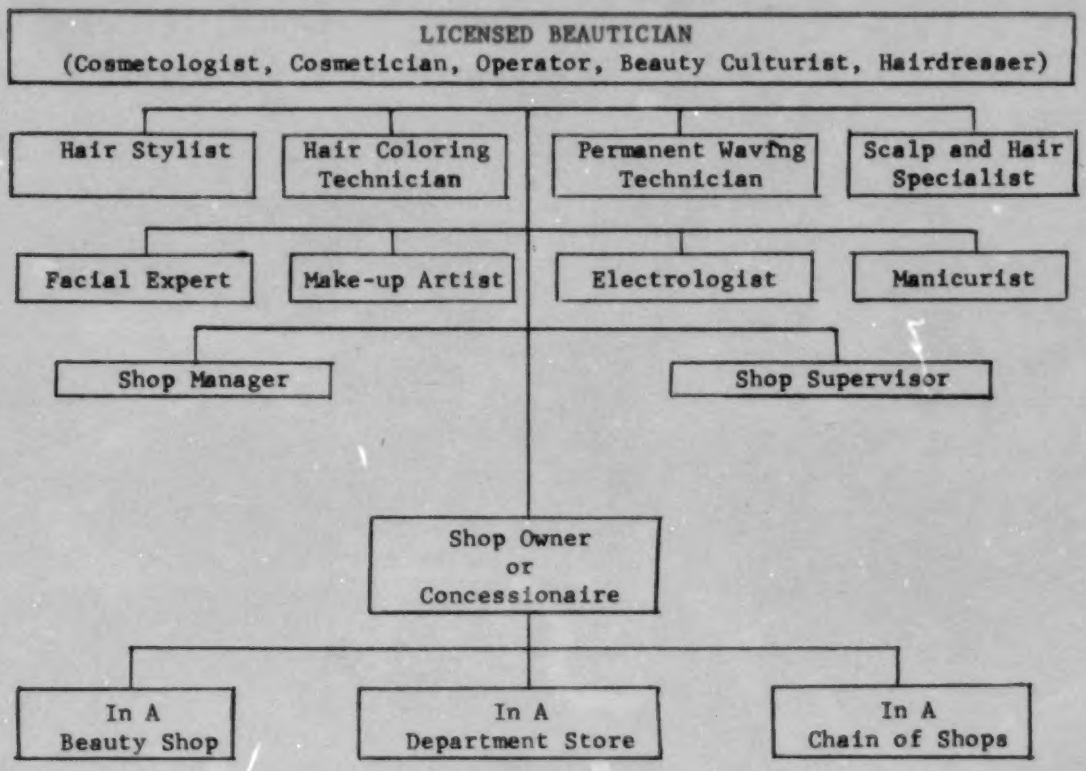
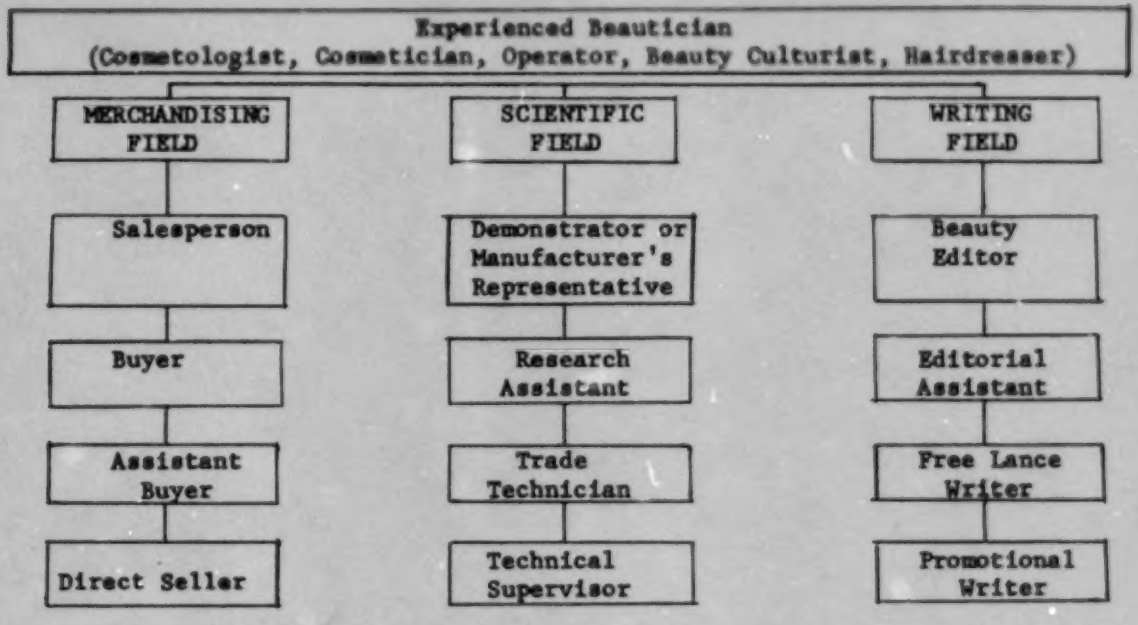


CHART OF JOBS IN THE COSMETIC INDUSTRY



COSMETOLOGY DEPARTMENT

INJURY REPORT

*Student Injured*_____ Date_____

Class in which injury occurred_____ Time_____

Instructor in charge_____

Nature of injury_____

_____

First Aid Administered_____

_____

By Whom?_____

Cause of injury_____

_____

_____

Could injury have been prevented?_____ How?_____

_____

_____

Action taken or recommendations made to prevent recurrence?_____

_____

_____

_____

Remarks:_____

_____

_____

_____

Signed_____
(Person making report)

Witnesses: (Names and Addresses)_____

_____

Note: This form should be filled out in duplicate by the teacher and one copy filed in the office at the time of injury.

LOCKER ASSIGNMENTS

No.	Name	Sec.	No.	Name	Sec.

LEE COUNTY VOCATIONAL SCHOOL

ATTENDANCE RECORD

COURSE_____ FIRST YEAR_____ SECOND YEAR_____ MONTH_____

	Last Name	First Name	M	F	DATE OF MEETING																	Hrs. This Month	Accum. Hrs.
1																							
2																							
3																							
4																							
5																							
6																							
7																							
8																							
9																							
10																							
11																							
12																							
13																							
14																							
15																							
16																							
17																							
18																							
19																							
20																							

TOTAL ENROLLMENT_____ FEMALES_____ NUMBER OF TIMES CLASS WAS HELD_____

TOTAL HOURS FOR COURSE_____ AVERAGE DAILY ATTENDANCE_____ NUMBER OF HOURS MET EACH DAY___

SIGNED_____

DUTY CHART

Student Names		JOB ASSIGNMENT																	
Class Period	Class Period																		

PROGRESS CHART

Course _____

Name Or Code No.									

SHAMPOO PROCEDURE CHECK SHEET

Patron_____ Operator_____ Date_____

	Check yes	or no
1. Wet hair. Holding nozzle close to head	___	___
2. Apply shampoo along face and work in with fingers	___	___
3. Give manipulations		
A. Hairline movement - back and forth - using tips of fingers	___	___
B. Shift fingers back one inch and continue over entire head	___	___
C. Lift patron's head and brace, starting at top of right ear and work (using same movement) to back of the head	___	___
D. Drop fingers down 1 inch and repeat until right side of head is reached	___	___
E. Repeat steps C and D on left side	___	___
F. Work around hair line with thumbs in rotary movement	___	___
G. Repeat these movements until scalp is thoroughly massaged	___	___
4. Rinse hair holding bulb close to scalp	___	___
5. Apply shampoo again, apply around hairline and work in with fingers	___	___
6. Give manipulations. Go thru check list above	___	___
7. Rinse thoroughly	___	___
8. Squeeze moisture out	___	___
9. Apply towel (wrap and blot)	___	___
10. Clean up sink	___	___
11. Did operator use balls of fingers?	___	___
12. Did operator use all ten fingers in massage?	___	___

Bleached or tinted hair is not usually shampooed more than once.

Care must be taken not tangle bleached or tinted hair. Do not bring their ends up over the top of the head.

5 pts. for each right (or yes) answer.

PROCEDURE FOR A PLAIN FACIAL

Patron_____ Operator_____ Date_____

		Check yes	or no
1.	Prepare Patron		
	A. Help patron to remove her jewelry	___	___
	B. Wash your hands	___	___
	C. Adjust chair and headrest	___	___
2.	Analyze Skin		
	A. Look for abrasions and check the type and texture of patron's skin	___	___
3.	Apply Cleansing Cream		
	A. Use spatula to remove cleansing cream from jars	___	___
	B. Blend creams with fingers	___	___
	C. Start at chin and slide to jaw; from base of nose to temples; along side of nose up over the bridge, between brows and across the temples	___	___
4.	Remove Cleansing Cream		
	A. Remove creams with cleansing tissue	___	___
	B. Use the professional wrap	___	___
5.	Steam Face (Optional)		
	A. Use towel folded properly	___	___
6.	Apply Emollient Cream	___	___
7.	Give Facial Manipulations		
	A. Chin Movement	___	___
	B. Lower Cheek	___	___
	C. Mouth, Nose and Cheek Movements	___	___
	D. Linear Movement over forehead	___	___
	E. Circular Movement over forehead	___	___
	F. Criss-Cross Movement	___	___
	G. Stroking (headache) Movement	___	___
	H. Nose and Upper Cheeks	___	___
	I. Mouth and Nose Movement	___	___
	J. Lip and Chin Movement	___	___
	K. (Optional Movement)	___	___
	L. Lifting Movements of Cheeks	___	___
	M. The Rotary Movement of Cheeks	___	___

N. Light Digital Tapping Movement of Cheeks ___ ___

O. Stroking Movement of Neck ___ ___

P. Circular Movement over Neck and Chest ___ ___

Q. Red Lamp (Optional) ___ ___

8. Remove Emollient Cream

A. Remove cream with either tissues or warm moist towel ___ ___

9. Apply an Astringent Lotion

A. Use cotton pledgets moistened with astringent lotion ___ ___

10. Apply Foundation and Make-up

11. Completion

A. Adjust Chair ___ ___

B. Remove protective coverings ___ ___

C. Assist patron with her clothing ___ ___

12. Clean-up

A. Discard all disposable supplies ___ ___

B. Return other supplies to dispensary to be sanitized ___ ___

C. Wash and sanitize your hands ___ ___

37 items---2½ off for each wrong answer.

SCALP AND HAIR TREATMENT CHECK SHEET

Patron_____ Operator_____ Date_____

Check yes or no

Plain scalp and hair treatment as a preservative and minor dandruff (to increase circulation).

Do not suggest a scalp treatment if there are abrasions or scalp disease. Or: before the application of a lightener, tint, permanent, or straightening.

1. Brush hair for about 5 minutes	___	___
2. Give scalp manipulations	___	___
A. Relaxing movement. (Rotate head)	___	___
B. Sliding movement. Using fingertips go up sides of head repeat 4 times	___	___
C. Sliding and Rotating. Slide 1 inch and rotate same as above repeat 4 times	___	___
D. Forehead movement. Hold back of head and slide fingers along hairline	___	___
E. Moving the scalp. Life scalp with palms of hands in rotary movement. First in sides then in front and back.	___	___
F. Hairline movement. Fingertips rotate around hairline.	___	___
G. Front scalp movement. Rotating movement over entire head	___	___
H. Back scalp movement. Rotating to crown and back of head	___	___
I. Ear to Ear movement. Hold head-massage from right ear to left ear along base of skull.	___	___
J. Back movement. Rotate along shoulder blade.	___	___
K. Shoulder movement. Shoulders and spine.	___	___
L. Spine movement. Rotary movement base of skull down	___	___
3. Shampoo the hair	___	___
4. Towel dry	___	___
5. Apply scalp lotion, toner, or medication	___	___
6. Style hair	___	___
7. Clean up station	___	___

5 pts. for each yes answer.

MANICURE PROCEDURE CHECK SHEET

Patron_____ Operator_____ Date_____

		Check yes	or no
1.	Sanitize table top	___	___
2.	Get set-up	___	___
3.	Seat patron	___	___
4.	Sanitize own hands	___	___
5.	Sanitize patrons hands looking for infection or any type of abrasions	___	___
6.	Remove old nail polish starting with little finger left hand	___	___
7.	File nails beginning with little finger, left hand	___	___
8.	Place left hand in finger bowl	___	___
9.	File nails on the right hand	___	___
10.	Take left hand out, nail brush and scrub	___	___
11.	Blot but leave a little moist --hand and arm massage (optional)	___	___
12.	Apply cuticle remover and massage	___	___
13.	Apply more cuticle softener, push back cuticle, trim with snippers if necessary	___	___
14.	After doing 2 or 3 fingers on left hand, place right hand in bath	___	___
15.	Finish left hand cuticles	___	___
16.	Remove right hand from bath and scrub if necessary	___	___
17.	Repeat steps no. 11-16 on right hand	___	___
18.	Check cuticles and free edge for rough spots and remove (if any)	___	___
19.	Buff (optional)	___	___
20.	Go over nail with remover or vinegar to remove oil	___	___
21.	Apply base coat	___	___
22.	Apply 2 coats of colored polish	___	___
23.	Apply sealer	___	___
24.	Apply dryer (optional)	___	___
25.	Clean-up	___	___
26.	Sanitize manicuring table	___	___

4 points for each yes answer.

CHECK SHEET FOR HAIR SHAPING

Student_____ Instructor_____ Date_____

		Check yes	Check no
1. Preparation			
	A. Comb out tangles	___	___
	B. Comb hair straight back	___	___
2. Sections			
	A. Have 4 sections	___	___
	B. Partings are straight	___	___
	C. Have partings straight down from center of front hairline to nape, then from ear to ear	___	___
3. Equipment			
	A. Comb in hand correctly	___	___
	B. Scissors held in hands and fingers in correct grips	___	___
4. Guideline on Patron's Left Side			
	A. Comb hair down	___	___
	B. Turn left hand out of way of comb	___	___
	C. Part hair at an angle from ear down to center of nape one-fourth inch wide	___	___
	D. Grasping guideline with left forefinger and thumb	___	___
	E. Separate with a downward motion	___	___
	F. Left hand grasping section and twisting around	___	___
	G. Clip rest of section out of way (Cut guideline according to desired length at center of nape)	___	___
5. First Section			
	A. Place palm of hand at bottom of section	___	___
	B. Remove clip with left hand	___	___
	C. Repeat steps 1-6 (Keep partings straight and not more than one-half inch wide - if the hair is thick, partings should not be more than one-fourth inch wide)	___	___

D. Pick up last parting along with guideline (Holding between first 2 knuckles on fore-finger and long finger) ___ ___

E. Hold hair up until guideline drops ___ ___

F. Slither hair from nape to ear ("CUT-PUSH" motion) ___ ___

G. Continue with rest of section ___ ___

(Don't try to cut entire length of parting at one time. Usually one-half of the length is all one can manage.)

4 pts. for each yes answer

PROCEDURE FOR FACIAL MAKE-UP

Patron_____ Operator_____ Date_____

	Check yes	or no
1. Prepare Patron		
A. Recline in facial chair	___	___
B. Wash your hands	___	___
2. Apply Cleansing Cream		
A. Use spatula to remove cream from jars	___	___
B. Use fingertips to spread cream	___	___
3. Remove Cleansing Cream		
A. Use professional wrap to remove	___	___
4. Arch Eyebrows (if needed)		
A. Use short quick pulls in direction of hair growth	___	___
5. Apply Astringent Lotion		
A. Use clean cotton	___	___
6. Apply Foundation		
A. Blend with fingers	___	___
B. Use upward motion	___	___
7. Apply Rouge	___	___
8. Apply Eye Shadow		
A. Apply lightly on upper lid	___	___
B. Blend outward with fingertips	___	___
9. Apply Eye Liner	___	___
10. Apply Mascara	___	___
11. Use Eyebrow Pencil	___	___
A. Brush brows in place	___	___
12. Apply Powder	___	___
A. Remove excess powder	___	___
B. Using downward stroke on cheek and throat	___	___
13. Apply Lip Rouge		
A. Outline tips and then fill them in	___	___

4 pts. for each yes answer.

C6

RATING SCALE FOR FINGERWAVING

Instructor _____

Date _____

Student	Depth of wave	Continuity of wave	Minimum of Breaks	Suitable to Patron							TOTAL	
Gail Bart	21	20	5	15							61	
Donna Dalton												
Judy Frye												
Jeanne Grant												
Pam Kenney												
Kathy Rinker												

4 Items
1-25 pts. Each

RATING SCALE FOR PINCURLS

Instructor _____

Date _____

Student	Correct stem directions	Correct length of stem	Proper base	Uniformity of size of curl	Tip inside	Correct curl direction	Clip in proper place		TOTAL
Gail Bart	14	12	0	14	13	14	12		
Donna Dalton									
Judy Frye									
Jeanne Grant									
Pam Kenney									
Kathy Rinker									

7 Items
1 - 14 pts. each

RATING SCALE FOR SHAMPOOING

Instructor

Date

Student	Capes patron properly	Adjusts chair and makes patron comfortable	Handles water hose properly	Wets hair properly	Correct application of shampoo	Give proper manipulations	Rinse thoroughly	Finish up	Proper attitude toward work and people	Puts forth best effort	TOTAL		
Gail Bart	10	10	10	10	9	8	9	9	10	10	95		
Donna Dalton													
Judy Frye													
Jeanne Grant													
Pam Kenney													
Kathy Rinker													

10 Items
1 - 10 pts. each

RATING SCALE FOR HAIR SHAPING

Instructor

Date

	Proper sectioning	Holds equipment properly	Cuts guideline properly	Proper angle on blockings	Right amount of taper	Uses guideline properly	Holds hair at proper angle	Attains fan shape or proper line for style	Right attitude toward instructors and work	Puts forth best effort				
Gail Bart														
Donna Dalton														
Judy Frye														
Jeanne Grant														
Pam Kenney														
Kathy Rinker														

10 Items
1-10 points each

Russell County Vocational-Technical School
Cleveland, Virginia
STUDENT RATING RECORD

NAME _____ COURSE _____ GRADE PERIOD FROM _____ 19__ TO _____ 19 __

RATING FACTORS	PERSONAL TRAITS - 25% OF TOTAL SHOP GRADE				
ATTITUDE	COOPERATIVE AND CONDUCT EXCELLENT.	COOPERATION AND CONDUCT ABOVE AVERAGE	USUALLY COOPERATIVE CONDUCT GOOD.	COOPERATES AT TIMES. CONDUCT POOR.	UNCOOPERATIVE. CONDUCT UNSATISFACTORY.
INDUSTRY	INITIATIVE EXCELLENT.	INITIATIVE GOOD.	INITIATIVE FAIR.	DOES REQUIRED WORK.	LITTLE OR NO EFFORT.
LEARNABILITY	LEARNS NEW OPERATION EASILY.	LEARNS WITH MINIMUM INSTRUCTION.	LEARNS WITH AVERAGE INSTRUCTION.	NEEDS DETAIL INSTRUCTION.	INADEQUATE.
SAFETY	WORKS SAFELY. CONSIDERS OTHERS. FORESEES HAZARDS.	WORKS SAFELY. CONSIDERS OTHERS.	DOES THINGS ACCORDING TO PRACTICE.	TAKES CHANCES. SOME HORSE PLAY.	HAZARDOUS TO SELF AND OTHERS.
CARE OF MATERIALS AND EQUIPMENT	HIGHEST REGARD FOR EQUIPMENT AND SUPPLIES. ORDERLY AND NEAT.	HIGH REGARD FOR EQUIPMENT AND SUPPLIES. ORDERLY AND NEAT.	REASONABLY CAREFUL WITH EQUIPMENT AND SUPPLIES. USUALLY ORDERLY AND NEAT.	MODERATELY CAREFUL WITH EQUIPMENT AND SUPPLIES.	DESTRUCTIVE AND WASTEFUL WITH EQUIPMENT AND SUPPLIES. DISORDERLY.
ANALYTICAL ABILITY	ABLE TO JUDGE JOBS AND MAKE DECISIONS BASED ON FACTS.	HAS GOOD JUDGMENT. DECISIONS USUALLY SOUND.	JUDGES WORK WITH LITTLE SUPERVISION.	JUDGMENT AND PLANNING POOR.	INADEQUATE.
INTEREST IN VOCATION	HIGH	VERY GOOD	AVERAGE	FAIR	POOR
POINT VALUE	25-24	23-22	21-20	19-18	17-1
	SHOP WORK - 50% OF TOTAL SHOP GRADE				
JOB PERFORMANCE	DOES EXCEPTIONAL WORK. ACCURATE AND COMPLETE.	WORK OF HIGH STANDARD. USUALLY ACCURATE AND COMPLETE.	WORK GENERALLY SATISFACTORY. MAKES MINIMUM ERRORS WHICH HE CORRECTS.	BARELY ACCEPTABLE.	UNSATISFACTORY.
SHOP THEORY	EXCELLENT.	ABOVE AVERAGE.	AVERAGE.	ACCEPTABLE.	UNSATISFACTORY
POINT VALUE	50-48	47-44	43-40	39-36	35-3
	RELATED SUBJECTS TAUGHT IN SHOP - 25% OF TOTAL SHOP GRADE				
TECHNOLOGY					
POINT VALUE	25-24	23-22	21-20	19-18	17-1

TOTAL POINTS

DEDUCT FOR EACH UNEXCUSED ABSENCE--3 POINTS

FINAL SHOP GRADE

LETTER GRADE

TOTAL POINTS

TOTAL DAYS ON ROLL _____
TOTAL DAYS ABSENT _____
DAYS MADE UP _____
TOTAL HOURS PRESENT _____

ACADEMIC:

Subject:	Grades: 1st Sem.	2nd Sem.	Fin.

A 100-94 D 77-70
B 93-86 F 69- 0
C 85-78

1ST - 6 WEEKS	2ND - 6 WEEKS	3 RD- 6 WEEKS	EXAMINATION	AVE - 1ST TERM	4TH - 6 WEEKS	5TH - 6 WEEKS	6TH - 6 WEEKS	EXAMINATION	AVE - 2ND TERM	FINAL SCORE

INSTRUCTOR: _____

IF WITHDRAWN BEFORE END OF SCHOOL, GIVE DATE WITHDRAWN AND REASON (IF KNOWN) _____

BRIEF DESCRIPTION OF STRENGTH AND WEAKNESS OF STUDENT: _____

RECOMMENDATIONS: _____

COMMONWEALTH OF VIRGINIA

Virginia State Board of Registered Professional Hairdressers

COMPLETION STATEMENT

I, the undersigned, Director or Owner of _____,

do hereby certify that _____,
(Name of Student)

who matriculated and was in regular attendance at this school from_____

to _____, a total of_____months and_____days, and that said

student successfully completed a course consisting of _____ hours.

27

_____
Director or Owner's Signature

_____
Students Signature

SCHOOL SEAL

Name of School

Name of Student

SUBJECT	Grade
Orientation	
Manicuring and Pedicuring	
Shampooing, Rinsing and/or Hair pressing	
Scalp Treatments	
Hair Styling, Finger Waving and/or Croquegnole	
Hair cutting	
Permanent waving and/or chemical relaxing	
Wig care	
Hair coloring and bleaching	
Skin care and make up	
Salon Management	
Anatomy	
Electricity and light therapy	
Final theory Examination	

*Select one according to your choice of examination.

PERFORMANCE COMPLETIONS		Completed
Hair and Scalp Treatments	15	
Hairstyling and shampooing	200	
Tinting and Bleaching	8	
Frosting and Streaking	5	
Temporary rinses	40	
Semi permanent rinses	8	
*Cold permanent waving or chemical hair relaxing	20	
Hair shaping	40	
Wig care, styling, placing on Model	10	
Finger Waving	20	
Maincuring (optional)	30	
*Hair pressing and Thermal Croquegnole Waving	25	

I certify that the foregoing is a true and complete record of the student whose name appears on this transcript.

School Owner or Instructor

Student

GRADE OF 70 IS PASSING

Hair Tint Record

Name_____ Telephone_____

Address_____ City_____

Patch Test: Negative_____ Positive_____ Date_____

Description of Hair

Form	Length	Texture	Porosity	
straight	short	coarse	very porous	resistant
wavy	medium	medium	moderately porous	very
curly	long	fine	normal	
P.W.				

Condition

dry oily faded streaked _____% grey

Previously lightened with_____ for _____ Time
Previously tinted with_____ for _____ Time
Original sample enclosed_____ not enclosed_____

Price $_____ Operator_____

Specimen Release

Patron's Name_____ Address_____

Condition of Hair_____

Hair Coloring: Kind_____ Operator_____

I fully understand that the hair coloring treatment which I have requested and am about to receive is ordinarily harmless to normal hair, but may damage my hair because of its present condition.

In view of this, I fully accept responsibility for any possible damage that may result, directly or indirectly, to my hair.

Signature of Patron_____

Witnessed by_____ Date_____

CORRECTIVE TREATMENTS

Color Filler used_____
Corrective treatments with_____

Whole head_____ Retouch_____ Inches_____ Shade desired_____
Formula: Color_____
Lightener_____

Results: Good Poor Too light Too dark Streaked

Price $_____ Date_____ Operator_____

These are standard printed forms and can be ordered from Milady Publishing Corporation.

Permanent Wave Record

Name_____ Telephone_____

Address_____ City_____

Date_____

Length	Texture	Porosity
short	coarse	normal
medium	medium	resistant
long	fine	very resistant

Type of Lotion_____

Results_____

Price $_____ Operator_____

Specimen Release

Name_____ Telephone_____

Address_____ City_____

Date_____

Condition of hair_____

Cold Wave_____ Operator_____

I fully understand that the cold wave treatment which I have requested and am about to receive is ordinarily harmless to normal hair, but may damage my hair because of its present condition.

In view of this, I accept full responsibility for any possible damage that may result, directly or indirectly, to my hair.

Signature of Patron_____

Witnessed by_____

This is a standard printed form and can be ordered from Milady Publishing Corporation.

REQUIREMENTS OF DUTY

MANAGER	In charge of all students doing work. See that work is started and that all students do their required assignments. She will make the appointments, answer the telephone, take care of customer receipts and tally her total for the day and report anyone not doing their work.
DISPENSER	She will mix solutions. Fill dispenser bottles. Issue necessary supplies. Keep dispensary orderly and clean.
SHAMPOO AREA	Clean all shampoo bowls. Give dispenser bottles that need filling to the dispenser and replace them when filled. Do the towel laundry, fold and place the towels in the cabinets. Fold shampoo capes. Tidy up the area.
FLOORS	All hair and debris is to be swept up.
STATIONS	All station tops are to be cleaned.
MIRRORS	All mirrors are to be cleaned.
DRYERS	All dryers are to be cleaned and hoods uniformly placed.
MANICURE TABLES	All manicure tables and drawers are to be cleaned.

KIT INVENTORY

ITEM	QUANTITY	UNIT COST	TOTAL	1st 6 wk	2nd 6 wk	3rd 6 wk	4th 6 wk	5th 6 wk	6th 6 wk
Kit									
Lock & key									
Roller Rooster									
Rollers									
Styling Comb									
Rat-tail Comb									
Tangle Comb									
Marcel Comb									
Brushes									
Clips-pincurl									
Clips-do all									
Clips-wave									
Scissor									
Razor									
Blades									
Nipper-cuticle									
Nipper-toenail									
Manicure brush									
Cuticle pusher									
Steel file									
Orangewood sticks									
Emory boards									
Tweezer									
Spatula									
Gloves -----									

UNIT OR SUBJECT .....

TOPIC ..... LESSON PLAN NO. .....

LESSON OBJECTIVE: .....

(A precise statement of what students should know or be able to do upon completion of lesson.) .....

.....

FACILITY TO BE USED ..... TIME ALLOTMENT .....
(consider subject matter and room arrangement)

MATERIALS AND EQUIPMENT:

1.	6.	11. .....
2.	7.	12. .....
3.	8.	13. .....
4.	9.	14. .....
5.	10.	15. .....

PRINTED MATTER (Books For Reference, Manuals, Forms, Notes, Etc.)

1. ..... 2. ..... 3. ..... 4. .....

VISUAL AND AUDIO AIDS (Opticcl Projectors, Tape Recorders, Record Players, Flip Charts, Wall Charts, Blackboards, Posters, Pictures, Mock-ups, Etc.)

1. ..... 2. ..... 3. .....

Titles of Specific items to be used (If part of a series is to be used, give numbers)

A)	E) .....
B)	F) .....
C)	G) .....
D)	H) .....

SPECIAL RESEARCH (for teacher) .....

.....

PREPARATORY ASSIGNMENTS FOR STUDENTS (Textbook Study, Projects, Workbook Assignment, Etc.)

1. ..... 2. ..... 3. .....

MATERIALS STUDENTS MUST BRING TO CLASS:

1.	4. .....
2.	5. .....
3.	6. .....

PRESENTATION

MOTIVATION TO BE EMPLOYED: .....

.....

.....

LESSON OUTLINE: (Specify what you will do, how, and keep a proper sequence)

SUMMARY STATEMENTS: (Conclusions)

LEADING QUESTIONS: (For lesson presentation as well as reviews)

1.

2.

3.

4.

ASSIGNMENTS: (To reinforce this lesson, prepare students for next lesson, or both)

DAILY AND MONTHLY PROGRESS CHART

Name_____ ___Day Time Date Enroiled_____
Address_____ ___Night Time Hours Required_____
City_____ State_____ ___Full Time Date Finished_____
Phone_____ Permit No._____ ___Part Time State Examination_____

Day Date	Manicures	Pedicures	Shampoos	Rinses	Scalp Treatments	Facials	Makeup	Eyebrows	Hair Shapings	Wet Waving & Curling	Hair Styling	Hair Lightenings Colorings	Permanent Waving	Hair Relaxers	Wiggery			Theory	Study & Modeling	Attendance	TOTALS	
Mon																						
Tue																						
Wed																						
Thurs																						
Fri																						
Sat																						
Mon																						
Tues																						
Wed																						
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Sat																						
Mon																						
Tues																						
Wed																						
Thurs																						
Fri																						
Sat																						
Mon																						
Total Hrs. This Month																						
Total Hrs. Brt. Fwd.																						
Total Hrs. To Date																						
Written Tests																						
Rating																						

Appearance_____ Work Habits_____ Conduct_____ Initiative_____ Cooperation_____
Attendance_____

STUDENT HOURS PER MONTH

	JAN	FEB	MAR	APR	MAY	JUN	JUL	AUG	SEP	OCT	NOV	DEC	TOTAL
1													
2													
3													
4													
5													
6													
7													
8													
9													
10													
11													
12													
13													
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23													
24													
25													
26													
27													
28													
29													
30													
31													

Name _____ Date

MANNIKIN PROGRESS CHART

78

JOBS
Finger Wave Top
Finger Wave Back
Finger Wave Around
Finger Wave Left Side
Finger Wave Right Side
Section Permanent
Roll Permanent
Set with Rollers
Set Rollers & P.Curls
Set Waves & P. Curls
Pin Curls Right Side
Pin Curls Left Side
Cascade Pin Curls
Sculptured Pin Curls
Shears Cut-dry
Style-up
French twist
State Board

MONTH_____

Each student is issued a blank calendar.
Each student records her activity and hours daily.
Each student totals activities each 6 week grading period

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY

STUDENT DAILY PROGRESS REPORT

NAME	MON.	TUES.	WED.	THURS.	FRI.	SAT.	GRADE FOR WEEK

ORGANIZATION AND MANAGEMENT OF COSMETOLOGY LABORATORY/CLASSROOM

The purpose of this report is to help those persons who may be called upon to organize and/or manage a Cosmetology Laboratory/Classroom.

It is very important that the proper utilization of space be taken into consideration in setting up this area.

The function of the management part of teaching is seen as establishing and maintaining an environment which makes possible and encourages the release of human abilities. A delineation of the functions needed for teachers to develop the environment is an essential step.

Skilled management practices will not eliminate all problems. Problems can make possible the increasing of cooperation, unity, and satisfaction as teachers gain skills in understanding and using facilitative and management activities.

Utilization of Space and Preparing Orders

Blueprints for the laboratory are a part of the building construction process and often the teacher is responsible for the planning of equipment to fit the space allocated according to State Requirements.

In order to plan for the purchase of the equipment, the teacher should be familiar with description, size, quantity needed, color, unit, catalog page number and the company handling the product.

It is also the teachers responsibility to prepare an order for expendable supplies and instructional material.

Instructional materials are those used in the learning process. Examples might be books, beautician cases, brushes, comb, etc. Expendable supplies are classified as those which are not reuseable. Example: cotton, permanent waves, etc.

Upon the receipt of this equipment, supplies, and materials it is necessary to prepare a total inventory.

Analysis

It is necessary to do an analysis on the subject so that a course of study may be constructed.

A course of study should include the following main divisions: (1) a clear statement covering the grade level or placement of the students and their types and ages, the time, equipment, materials available, and any other information of value in orienting the problems; (2) a set of aims for the course; (3) the content of the course, consisting of a list of instructional units and suggested typical jobs selected from the analysis of the occupation; (4) testing or evaluation procedures; (5) resource materials, such as textbooks and references ... and any other materials supplementary to carrying out successfully the duties involved in teaching a given subject.

Teacher Final Plans

(1) Prepare handouts
(2) Organize lesson plans
(3) Have room attractive
(4) Prepare bulletin boards, etc.
(5) Prepare kits

Management

Greet the students with a SMILE and a HAPPY WELCOME and make them feel a part of what is going on.

Introduce yourself and have students introduce themselves, giving some background. Present handouts explaining department and school policies. Discuss the cosmetology program for the coming school year.

The following is a list of Record Forms suggested for an efficiently functioning Laboratory ...

(1) Book Rental Forms as pertains to your school
(2) Attendance Sheet and/or Roll Book
(3) Personal Data Sheet
(4) Locker Assignment
(5) Beautician Kit Check Sheet
(6) Progress Chart
(7) Duty Sheet
(8) Cost Accounting Record (Daily and Monthly)
(9) Daily Cash Record Sheet for Receptionist
(10) Appointment Book
(11) Inventory Sheets
(12) Release Forms (Perm, Color)
(13) Student Evaluation Record
(14) Department Evaluation Record
(15) Hour Record Sheet
(16) Student Contract
(17) Health Form (required by State)
(18) Student Registration Forms
(19) Student Transfer Form
(20) Student Withdrawal Form
(21) Student Application Form for State Board Examination
(22) Performance Record

THE RELATIONSHIP OF STUDENT, PATRON, AND COMMUNITY

Human relations is a field of study that deals with group behavior. It seeks to discover the best means of achieving desired goals with a minimum of needless effort. Human dignity and respect for the individual are considered basic. Knowledge gained from the social sciences is applied to situations ranging from family relations to international affairs. Human relations assumes each individual has certain needs, but that people differ in what they consider important.

It is important for the teacher to understand why cosmetology students and cosmetologists behave as they do in school and in the salon. It is important that their jobs, no matter how small or how difficult, be rewarding to themselves, to the patron receiving the service being performed, to the teacher and their school, and to their employer. It is important to the community that people in general are happy and satisfied in their chosen vocation. Most workers expect more than pay from their jobs. They seek such goals as recognition, a feeling of accomplishment, and the meaningful use of their abilities. When these goals are accomplished, monetary rewards follow.

Some of the ways the student can learn to deal effectively with people are:

1. Cultivate her own personality. She must develop the habit of an even disposition, a friendly manner, patience and understanding. It takes daily practice and a sincere desire to develop the personality that will enable the student to succeed.

2. Practice good grooming habits. She should be considerate of others so that she will not be offensive in any way.

3. Strive for an impeccable character. She should develop wholesome attitudes toward the patrons. Pride in her work will be evident to the patron and enthusiasm will build confidence. Self-improvement will exhibit itself in knowledge acquired, attitude developed, techniques and effective skills gained. Good morals, initiative, industry, tact, good grooming, good voice tone and pitch, poise, honesty, loyalty and good listening habits are personality qualities that a successful student of beauty culture must strive to possess.

In the classroom, the student of Cosmetology gradually assumes the role of employee as she masters the study of theory and learns to apply the principles of hairdressing. Efficiency is of utmost importance, for it the Cosmetologist is sloppy in her habits or neglectful of the patron as she performs particular services, then she loses respect and effectiveness of performance.

It is in the classroom situation that the student acquires the basis for successful employment. By learning to cooperate with fellow students, teachers, and patrons she strengthens her relations with them, thereby gaining experience in her ability to associate with them on a professional level. It is here that leadership abilities are reinforced by enhancing those traits which are good and de-emphasizing those which are undesirable. Good discipline is necessary for maintaining good teacher relations, good public relations, and a good school image. Young people need and expect proper control, guidance, and protection from their own folly as much as they need food and sleep, but when students are engrossed in school work that has meaning for them and understand how they are to go about it, they simply do not misbehave. If there is good teaching, there probably will be good control, too. Each supports the other.

In the salon the cosmetologist will put into practice her previous learnings and build upon them. Her success as a hairdresser depends largely on earlier relations with her teacher, other students, and supervisors. She will cooperate and do more than her share of the work. She will be competent, well-trained in skills and manners which will reflect favorably on the school. The public will also gain by receiving excellent services. The Cosmetologist will not gossip nor be guilty of sarcasm or ridicule. She will be professional in every sense of the word.

The community will profit from having people in it who are respectable, honest, and sincere. The American Economy is built upon such as this. In all walks of life, men and women produce billions of dollars worth of goods and services a year. It is the desire of most persons to improve their own welfare that makes it work. In the United States each person is free to improve her lot. She can work where she pleases and spend her money any way she wishes. If the cosmetologist wants she may elevate her position and purchase her own shop, assume her role as employer, join the professional organizations in the community, take an active part in church and civic affairs and thereby gain the recognition coveted by so many.

According to John Dewey, the deepest urge in human nature is the desire to be important. William James said that the deepest principle in human nature is to be appreciated. Freud said the two most important aspects of human nature are the sex urge and the desire to feel important. By interrelating with the community, the community economy prospers, the cosmetologist prospers and the patrons benefit from her services. Appreciation, confidence and belief in one's self and one's fellow man and the relationships involved will fortify each other.

VOCATIONAL EDUCATION AND PERSONAL COUNSELING

Counseling may be defined as a person-to-person process in which one person is helped by another to increase in understanding and ability to meet his problems.

The important lesson to remember is that too often counseling has been self-defeating through ineptitude.

It is purposeful, for it is concerned with learning, growth, and behavior modification of each counselee.

Counseling can function in two ways; (1) help the individual meet his problems more effectively through understanding and sympathy and (2) help prevent further maladjustment by early recognition of undue conflict on the part of the individual. The teacher is thus in an unexcelled position as regards the detection of problems that call for different levels of help. Unless he uses an organized approach to counseling, however, he will be fairly certain to overlook many of the symptoms which indicate maladjustment. The perceptive teacher, however, can do a great deal through establishing the kind of environment which keeps tension at a minimum and encourages self-discipline in the face of conflict.

Organized counseling practices have a much better chance to help the individual to: (1) increase in knowledge of self, (2) solve immediate problems, (3) reduce tensions resulting from frustrations, anxieties, etc., and (4) improve in the skills and knowledge required to solve his problems.

The guidance functions should enhance the teaching function. Some contributions of a classroom teacher are:

To seek assistance for students with special problems which are beyond the scope of the classroom teacher.

To know each individual student and his background as thoroughly as possible.

To contribute to and support the school guidance program, and encourage other teachers to this endeavor.

To contribute to staff understanding of the student by providing pertinent information for the cumulative record or to other staff members.

To maintain communication with parent.

Limitation of Guidance

1. Guidance is limited by lack of personnel and facilities as well as time to provide many of the services expected of it.

2. It is unrealistic to believe that guidance can or should solve all the problems of education.

3. Testing is many times oversold.

4. Conditions of living are too complex for any one person to resolve the problems of another in any simple setting.

5. Guidance is presently unable to provide the professional services required for the pupil who has severe problems of maladjustment.

6. Lack of planning limits guidance programs in many areas of our country.

Establishing the Proper Conditions

The first point for the interviewer to recognize is the students right to privacy. He must be "protected" from the presence of others, from interruption, in fact, from any intrusions which will make him feel insecure.

The actual physical setting should provide for the comfort of both counselor and counselee. Adequate facilities, absence of uncomfortable lights, choice of seating arrangements are all aids in encouraging relaxation and making for rapport.

The counselor has to give a genuinely friendly reception, his materials should be nearby, although not too conspicious. Both counselor and student must feel at ease if a proper exchange of information is to take place.

A definite time limit of an hour, a half-hour, or even fifteen minutes is suggested as being helpful for the conducting of the interview. Such considerations provide the student with a feeling of being part of an activity that has a definite time-and-place setting. Following are some of the more basic rules of interviewing.

1. Understand the concern or situation of the student.
2. Avoid the stumbling blocks of direct questioning. Never ask questions which can be answered "yes" or "no". Encourage the student to talk. Say, "can you tell me more?"
3. Recognize the sensitivity of the student.
4. Convince the student of the interviewer's sincerity and confidence.
5. Understand the psychological rather than the logical.
6. Keep in mind the students stated reason may not be the real reason for his trouble.
7. Maintain tactful kindliness when dealing with the accummulation of strains and stresses of some lives.
8. Face reality with the student, but use judgment as to when and how to bring him face to face with the facts.
9. Move slowly through the ramifications of conversation and help the student organize confused thinking.
10. Keep away from problems you are unable to handle. The worker must mind his own business, and be able to secure proper help for the student if this is outside his realm.

What of the Future?

It has been said that in guidance "There is only one vital issue - the future".

All school counselors and other educational colleagues wonder day by day what the future holds for the children in this changing world; one would do well to remember the future is now. The guidance of tomorrow is what is done today. The school counselor has each day in which to help young people to face an uncertain future and to help his profession move into the future.

"WORKING WITH THE DISADVANTAGED, PROBLEM AND GIFTED STUDENTS"

The disadvantaged, problem or gifted student usually requires some special attention. Often the teacher will ask herself "What can I do for them?" First the student must be observed or evaluated to determine if there are those who have special needs. In cosmetology the practice lab is a good place for observing. A questionnaire relating to cosmetology can be of help in evaluating theory ability. Student or parent conferences can also be helpful in obtaining information about the student.

Who are the disadvantaged students? Who are the gifted students? What can be done to help them? First we will consider the disadvantaged student. Usually these students come from underprivileged communities, low-income families, broken homes caused by death or divorce or uncooperative parents. A disadvantaged child may be an emotionally disturbed child, a slow learner or a child with a low I.Q. Methods of working with these students vary with the individual. The teacher must first "learn to listen". A good relationship between the teacher and student is most important. Individual conferences, parent involvement and students helping to write a philosophy of discipline, will help to create interest and a feeling of involvement.

For the slow learner, the teacher can help greatly by giving special assignments, individual help, assigning student demonstrations, devising the student "buddy" system, using visual aids and arranging for presentations by guest artists. Clean and attractive physical surroundings lend themselves to an incentive for better work. Small classes make for an ideal teaching situation for the disadvantaged students.

Gifted children possess the same qualities as do other children, but they have them in greater quantity.

The procedures, means and goals for identifying gifted children become clear when the task is seen as one of searching for indications of unusual potentialities, which if given intelligent guidance and encouragement can result in outstanding achievements of value to society.

Intelligence tests are useful in identifying and guiding gifted children, but these should be supplemented by observation of behavior and by other types of tests, such as tests of creative thinking.

The basis for identifying the giftedness should be relevant to the nature of the educational program provided for them.

Evidence indicates that the intellectual development is quite different when children are exposed to guided, planned, learning experiences, than to those which their environment just happens to provide for them. Thus it is suggested that educational programs be based upon guided experience.

Teachers should not be concerned if their gifted students do not become walking examples of encyclopedias. They should be concerned about what kind of persons their students are becoming? What kind of thinking do they do? How resourceful are they? Are they learning to give thoughtful explanations of things they see, hear and do? Do they do their own thinking? Teachers and parents can use these questions as a guide in helping the gifted child develop his highest potential.

Gifted children should excel in cosmetology because it is a field that is open to creative abilities.

The problem child may be a combination of the traits of the gifted and disturbed child. The gifted child may be a problem because she is different than most of the other children, which puts her on a different level, therefore requiring individual attention. The disturbed child is a problem for completely different reasons. These problems typically stem from the home environment although the school may aggravate the problem. These children need individual attention also, especially in the cosmetology class where the child usually progresses at her own rate of speed.

A BROAD OVERVIEW OF GUIDANCE AND PERSONNEL WORK

THE GENERAL FUNCTIONS	SERVICES REQUIRED	STAFFED BY THE TEAM MEMBERS	BACKGROUND KNOWLEDGE REQUIRED	TECHNIQUES EMPLOYED	FOR ASSISTANCE TO
Understanding the individual	Individual study (including diagnosis by specialists)	Teachers	The personality of the individual	Observation	Pupils
Developmental		Teachers-Counselors	Growth and development	Testing	Teachers, administrators, and other school staff
Helping to improve the adjustment	Providing challenging learning experiences (curriculum)	Counselors	How the person learns and adjusts	Cumulative records	Parents
Informational		Nurses	Group processes	Case studies and case conferences	Community
	Information and orientation	Administrators and supervisors	Demands of society	Interviews	
	Placement	Psychometrists	Mental hygiene and health education	Autobiographies	
	Follow-up	Social Workers	The world of work, etc.	Parent conferences	
	Counseling	Remedial instructors	Individual and group counseling	Physical examinations	
	Referral to specialists for remedial instruction or treatment	Psychologists	Community agencies and clinics	Sociometry	
		Physicians and Psychiatrists	Testing	Exploratory experiences	
			Measurement and evaluation	Discussion and other group activities	
				Recreation	
				Classroom experiences	
				Role playing	
				Counseling	
				Remedial techniques	
				Therapeutic techniques by specialist	